



School Improvement Plan 2021-2022 Comprehensive Needs Assessment



CAMPBELL MIDDLE SCHOOL

JUNE 3, 2021

DATE REVISED

GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT

The Georgia Department of Education's strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia's Systems of Continuous Improvement focuses on the systems and structures (the "what") that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the "how") to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.



Systems to Improve (What to Improve)

Coherent Instructional System: The major system of the complex school organization that articulates and guides the “what” and “how” of instruction. This comprehensive system includes the processes related to:

- *Planning for quality instruction* - The structure of the instructional system in which the district defines what the students should “know” and “do”, and determine how their students will show they “know” the content and can “do” a skill or performance task
- *Delivering quality instruction* - The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
- *Monitoring student progress* - The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it
- *Refining the instructional system* - The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress

Georgia's Systems of Continuous Improvement

Effective Leadership: A major system of the complex school organization that sets the direction for the school, ensures that the school staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:

- *Creating and maintaining a climate and culture conducive to learning* - the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
- *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization
- *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms
- *Managing the district and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission
- *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the district's major systems, structures, and processes

Professional Capacity: A major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school. This system includes the processes related to:

- *Attracting staff* - the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission
- *Developing staff* - the structure of the professional capacity system that ensures the increasing quality of the school staff's knowledge and skills
- *Retaining staff* - the structure of the professional capacity system that ensures the quality staff is working in the context/ position that is most beneficial to student achievement
- *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all schools and in all classrooms

Family and Community Engagement: A major system of the complex school organization that develops quality links between school professionals and the parents and community the school is intended to serve. This system includes the processes related to:

- *Welcoming all families and the community* - The structure of the family and community engagement system that ensures families and the community are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in the school
- *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and school staff engage in regular, two-way, meaningful communication about student learning
- *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, and school staff, continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively
- *Empowering families* - the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success
- *Sharing leadership with families and the community* - the structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs

- *Collaborating with the community* - the structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation

Georgia's Systems of Continuous Improvement

Supportive Learning Environment: A major system of the complex school organization that ensures students' school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:

- *Maintaining order and safety* - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
- *Developing and monitoring a system of supports* - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
- *Ensuring a student learning community* - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

Process to Improve (How to Improve)

Step 1: Identify Needs: Consult many sources to determine what in the district needs improvement.

- Plan and prepare for the process
- Collect and analyze data
- Identify needs and conduct a root cause analysis

Step 2: Select Interventions: Research many sources to determine the solutions that have a good chance of meeting the identified district needs.

- Consider all the evidence for needed improvements
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions

Step 3: Plan Implementation: Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.

- Identify roles and responsibilities of those implementing the intervention
- Develop a team that will deeply understand the intervention and of best ways to implement it
- Develop the implementation timeline
- Identify resources and supports needed for the implementation of the intervention
- Develop a set of information to be reviewed to track the implementation

Step 4: Implement Plan: Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

- Collect information to monitor the quality of supports being provided for the intervention
- Consider what additional information is needed to determine if intervention is working
- Assess the degree to which the implementation plan is being followed
- Identify ways to break down any barriers
- Build capacity of others to facilitate the improvement process now and in the future

Step 5: Examine Progress: Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.

- Determine if the staff can formally study the effects of the intervention to share with others in the field
- Monitor implementation and progress against defined goals
- Define reasonable expectations for success
- Identify and track progress and performance
- Develop a plan for how knowledge about the intervention will be shared with others
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

Georgia's Systems of Continuous Improvement

Georgia Department of Education School Improvement Plan

1. GENERAL IMPROVEMENT PLAN INFORMATION

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Campbell Middle School
<i>Team Lead</i>	Dr. Camille Havis
<i>Position</i>	Principal
<i>Email</i>	Camille.Havis@cobbk12.org
<i>Phone</i>	678-842-6873
Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	"Fund 400" - Consolidation of Federal funds only
Factor(s) Used by District to Identify Students in Poverty (Select all that apply)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

1. General Improvement Plan Information

2. SCHOOL IMPROVEMENT GOALS

2.1 CREATING IMPROVEMENT GOALS

Effective goals assist schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize the efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

Specific *Measurable* *Attainable* *Relevant* *Time-bound*

An example of a SMART goal is:

By the end of the school year 2017-2018, all teachers will have training and be included in a PLC for their content-specific area.

2.1.1 Completing the Improvement Goals Tables

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017-2018 School Report, into the tables on pages 8, 14, 20, and 26. Determine a goal for each overarching need and include the goal in the last row of each corresponding table. For each overarching need, complete the planning tables covering the five systems from Georgia's Systems of Continuous Improvement. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

Coherent Instructional System

- CIS-1 Planning for quality instruction
- CIS-2 Delivering quality instruction
- CIS-3 Monitoring student progress
- CIS-4 Refining the instructional system

Effective Leadership

- EL-1 Creating and maintaining a climate and culture conducive to learning
- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classrooms
- EL-4 Managing the district and its resources
- EL-5 Driving improvement efforts

Professional Capacity

- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration

2. School Improvement Goals

Family and Community Engagement

- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student success
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

Supportive Learning Environment

- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community



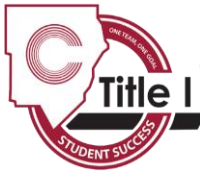
PLANNING and PREPARATION

Date(s) January 11, 2021

1.1 IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process in order to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school

Position/Role	Name
Title I Supervisor	Lou Ferretti
Principal	Camille Havis
Academic Coach	Tanika Parrish
Science Department Lead	Candace Ellis
Parent (Non CCSD Employee)	Irene Wong
Parent (Non CCSD Employee)	Ashley Huff
Business Partner	Tim Gould
Business Partner	Kim Aaron
Parent Facilitator	Dalia Santiago Ortiz
Media Specialists	Montonio Reid
Counselor	Alex Gorrell



Cobb County Title I School Improvement Plan 2021-2022

Meeting Date(s): February 8, 2021 / March 8, 2021

IDENTIFICATION OF TEAM

The comprehensive needs assessment (CNA) and school improvement team (SIP) team consist of people who are responsible for working collaboratively throughout the needs assessment and plan development process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by school.

Position/Role	Printed Name	Signature
Principal	Camille Havis	
Academic Coach	Tanika Parrish	
Science Department Lead	Candace Ellis	
Parent	Irene Wong	
Parent	Ashley Huff	
Business Partner	Tim Gould	
Business Partner	Kim Aaron	
Parent Facilitator	Dalia Santiago Ortiz	
Media Specialists	Montonio Reid	
Counselor	Alex Gorrell	



IDENTIFICATION of STAKEHOLDERS

References: Schoolwide Checklist 3.b.

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders **must** be engaged in the process to meet federal program requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school

In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).

References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]

Campbell Middle School sought advice from teachers of ELA and Math during collaborative planning meetings (which included special education and ESOL teachers) as well as parental organizations (PTSA & Foundation) on issues that concerned them regarding student achievement. Reading Inventory and Math Inventory data as well as CTLS data from the Cobb Teaching and Learning Systems was accessed to inform current issues surrounding the needs for Campbell Middle.

The first meeting date was January 11, 2021 with the members of the principal's advisory council. Based on that meeting the CNA was outlined. Then the advisory council met again on February 8, 2021 to go through the CNA. The CNA was then sent to member of the Campbell Middle Title 1 Parent Engagement Committee which consists of 20 teachers and 1 assistant principal. Those 20 members read through the CNA and added / subtracted items. The advisory council then took their advice and revised accordingly. Then the advisory council met one final time to review the completed version on March 8, 2021.



Comprehensive Needs Assessment (References: Schoolwide Checklist 1.a.)

Comprehensive Needs Assessment Evaluation of Goal(s)

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY21 School Improvement Plan (SIP).

For the School Year: FY21

Goal 1: (Identify Goal 1 here) Implement differentiated interventions to decrease the number of students scoring below basic by 10% on the Reading Inventory by the end of the 2020-2021 school year.

1. Was the goal met? **Yes – 26% of the students were below basic during the first administration and 22% were below basic at the final administration. Therefore 10% of 26 is 2.6%.**
 2. What data supports the outcome of the goal? **The Reading Inventory scores.**
 3. What process/action step/Intervention contributed to the outcome of the goal? **The consistent implementation of the RI and the school culture.**
 4. Reflecting on outcomes:
 - a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need?
 - b. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level? **Continued use of the Reading Inventory and communication about student growth goals.**
 - c. If the outcomes **exceeded** the goal, what are the next steps?
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Goal 2: (Identify Goal 2 here) Implement differentiated interventions to decrease the number of students scoring below basic by 10% on the Math Inventory by the end of the 2020-2021 school year.

1. Was the goal met? **Yes – 53% of the students were below basic during the first administration and 42% were below basic at the final administration. Therefore 10% of 53 is 5.3%.**
2. What data supports the outcome of the goal? **The Math Inventory scores.**
3. What process/action step/Intervention contributed to the outcome of the goal? **The consistent implementation of the MI and the school culture.**
4. Reflecting on outcomes:



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- a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need?
 - b. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level? **Continued use of the Math Inventory and communication about student growth goals.**
 - c. If the outcomes **exceeded** the goal, what are the next steps?
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Cobb County Title I School Improvement Plan 2021-2022

Goal 3: (Identify Goal 3 here) Utilize Positive Behavior Intervention System, Social Emotional Learning for IB Traits, and Restorative Circles / Conferences to decrease the number of students receiving discipline referrals by 10% by the end of the 2020-2021 school year.

1. Was the goal met? Yes – 26% of the student population received a referral during the 2019-2020 school year vs. 5% of the student population receiving a referral for the 2020-2021 school year.
 2. What data supports the outcome of the goal? Cobb County Student Information System
 3. What process/action step/Intervention contributed to the outcome of the goal? Fewer students on campus and the buses due to remote learning and more controlled student interaction due to social distancing.
 4. Reflecting on outcomes:
 - a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need?
 - b. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level? This was an anomaly year during a pandemic.
 - c. If the outcomes **exceeded** the goal, what are the next steps?
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Goal 4: (Identify Goal 4 here)

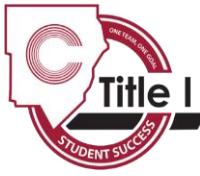
1. Was the goal met?
2. What data supports the outcome of the goal?
3. What process/action step/Intervention contributed to the outcome of the goal?
4. Reflecting on outcomes:
 - a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need?
 - b. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?
 - c. If the outcomes **exceeded** the goal, what are the next steps?



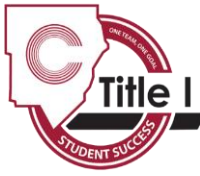
Comprehensive Needs Assessment (References: Schoolwide Checklist 1.a.)

Comprehensive Needs Assessment Summary of Findings

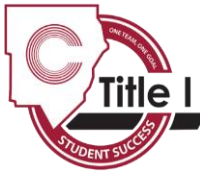
Data Types	Identified Strengths	Identified Challenges (Highlight 2-3 as Priority)	Multiple Data Sources Used
Student Achievement Data			
ELA	Understanding literary texts Speaking on topic	Informational text vocab Ability to draw inferences	Reading Inventory Common Formatives
Math	Solving simple operations Solving single-step problems	Fluency of basic math facts Interpreting word problems	Math Inventory Common Formatives
Science	Explaining science concepts	Recognizing science vocab Interpreting data in graphs	Common Formatives USA Test Prep
Social Studies	Knowledge of other cultures Major historical events	Informational texts Basic mapping skills	Common Formatives Summative Assessments
Other			
Discipline / School Climate Data	Decrease in discipline	Insubordination Class disruption	CSIS PBIS Data
Perception Data	Feeling safe Trusted adults	Isolation due to the pandemic Peer Connections	Counselors Teachers
Process Data	School calendar PLC process	Singletons Vertical alignment	Collaborative Meetings Observations



Prioritized Need #1	
All students need to be able to read and write on grade level.	
Root Cause #1	Teachers need exposure to teaching different types of students to better understand the collaboration needed to reach all students.
Root Cause #2	Teachers need to implement strategies to help students to learn how to use context clues and prior knowledge to define unknown words.
Root Cause #3	Teachers need professional learning in differentiated strategies for teaching students how to write.
Root Cause #4	
Root Cause #5	
GOAL	Decrease the percentage of students scoring below proficiency by 10% on the Reading for grades 6-8.



Prioritized Need #2	
All students need to be able to perform on grade level in math.	
Root Cause #1	Teachers need to provide more support in helping students understand mathematical vocabulary.
Root Cause #2	Teachers need to implement strategies to help students apply number sense without a calculator.
Root Cause #3	Teachers need to model problem-solving skills for real world math problems and provide background knowledge.
Root Cause #4	
Root Cause #5	
GOAL	Decrease the percentage of students scoring below proficiency by 10% on the Math Inventory for grades 6-8.



Prioritized Need #3	
All students need to demonstrate social emotional awareness and self-control.	
Root Cause #1	Teachers need to provide lessons regarding CMS behavior expectations.
Root Cause #2	Teachers need to utilize the PBIS Awards App and infraction system.
Root Cause #3	Teachers need to provide International Baccalaureate lessons that promote MYIB global mindedness and the IB traits.
Root Cause #4	
Root Cause #5	
GOAL	Decrease the percentage of students with an office referral for grades 6-8.